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ABSTRACT

Representatives from 13 Central and Eastern European countries, the European Centre for the Development of Vocational Training, and the Organization for Economic Cooperation and Development met for 2 days in Berlin to continue European Training Foundation (ETF) efforts to design a methodology for formulating standards in vocational training (VT) to be used as a framework for developing VT in Central and Eastern Europe. The objectives of the meeting were as follows: presentation of case studies of development of VT in the Czech Republic, Russian Federation, and Hungary and analysis of their different approaches and procedures; creation of a model for standards development and determination of the essential advantages and disadvantages of the various approaches; and formulation of proposals for continued support of the Central and Eastern European countries by the ETF in developing national vocational standards. After a comparative analysis of the case studies, a nine-step model approach to developing vocational standards was developed, and proposals for continued cooperation with the ETF were formulated. (Appended are lists of the participants and transparencies used. The minutes of the working group meeting are attached.) (MN)

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Final Report of the Working Group Meeting C,
"Standards in Vocational Training"
Berlin, Germany
February 15-16, 1996

Minutes of the Working Group Meeting C,
"Standards in Vocational Education and Training"
Berlin, Germany
February 20-21, 1995

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To the European Training Foundation (ETF)
in Turin

*Final Report of the Working Group C Meeting
"Standards in Vocational Training"
on 15 - 16 February 1996 in Berlin*

Chairman:
Dr. Hermann Schmidt
President of the Federal Institute for Vocational Training Affairs
Member of the ETF Advisory Forum

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Berlin, April 1996

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The following countries were represented in the "Standards" working group: Belgium, Bulgaria, Latvia, Lithuania, Luxembourg, Mongolia, the Netherlands, Romania, the Russian Federation, Sweden, Slovenia, the Czech Republic and Ukraine. In addition, representatives of the ETF (European Training Foundation, Turin), CEDEFOP (European Centre for the Development of Vocational Training, Salonika) and the OECD (Organization for Economic Co-operation and Development, Paris) took part in the meeting. Germany chaired the meeting and was also responsible for its preparation and evaluation.

1. Summary

1.1 Task and objectives

Based on the results achieved in 1995, the Standards Working Group assumed responsibility for continuing discussion on the topic "Methodology of Standards Development" at its meeting on 15 and 16 February 1996 in Berlin with the following objectives:

- presentation of three case studies (CR, RF, Hungary) and analysis of their different approaches and procedures;
- creation of a model for standards development and determination of the essential advantages and disadvantages with respect to the various approaches;
- formulation of proposals for continued support of the Central and Eastern European countries by the ETF in developing national vocational standards.

1.2 Approach

In preparation for the working meeting, the BIBB compiled a framework for describing the development of standards and which served as a basis for the three case studies. In addition, questionnaires were sent to all of the participants in order to familiarize them with the issue to be discussed and to provide a supplementary informational reference for the meeting. The responses to the questionnaires were evaluated by BIBB prior to the meeting and a comparative analysis of the three case studies was conducted as well.

The Meeting on 15 - 16 February was subdivided into three parts:

As an introduction to the issue the chairman presented the working group's results from 1995 in order, first of all, to bring the level of information of the new participants (more than 50 per cent) into line with that of all the others. Afterwards, the three case studies on national standards development in the Czech Republic (Mr. B. Janys), the Russian Federation (Prof. V. Sheviakov) and Hungary (Dr. Kunzmann on behalf of Dr. Benedek) were presented.

Thereafter, a discussion began in the plenary session with questions, supplementary presentations and an interesting deliberation of the problem. It was continued based on a systematic presentation of the procedural steps taken in standards development and the working out of benchmark values which play a decisive role in the quality, acceptance and implementation of vocational standards.

The intense, open discussion was continued in two groups on the following day so that the participants were provided with the opportunity of presenting their national policies, particular perspectives and problems within a smaller forum. In this manner, the advantages and disadvantages of the respective approaches in developing standards were able to be discussed.

Finally, all of the participants met together again in the plenary session in order to introduce and discuss their proposals for supportive action on the part of the ETF in the development of standards in their respective countries. As the importance of being able to refer to the

approaches and experience of other countries was constantly stressed in the questionnaires and at the meeting, the chairman presented the new approaches to standards development in the United States. Finally, the discussion focussed on future work and a multinational project for developing standards.'

German and Russian were the languages employed at the meeting along with English summaries and occasional contributions in French. The papers (questionnaires, a few presentations, schemata) were prepared in three languages.

1.3. Essential Findings

The results of the meeting can be summarized as follows:

- (1) There are significant differences with respect to political orientation and the development of national vocational standards among the countries of Central and Eastern Europe represented in the working group. While such work has already been carried out over a longer period of time and awarded government recognition in some countries, others have just begun or are in the process of initial preparation of such. Thus the requirements for consultative and supportive measures vary among the partner countries.
- (2) International background knowledge with regard to vocational standards has increased amongst many of them; not only "EU-European" concepts, but American and Asian models were also addressed by the participants.
- (3) The participants were aware of the complexity of the task of developing qualification standards. This issue cannot be treated in isolation. As a result, those countries have particular difficulties whose economic and political situations continue to be very unstable. In many cases the national qualification requirements cannot be assessed at the present. Consequently, the countries in question are in the process of seeking out comparative reference models (e.g. some of the representatives of the CIS countries would like to orient their efforts on the RF model, other countries regard the German or Dutch approach as a favorable model).
- (4) There was repeated discussion (not only in regard to the case studies) of the EU educational levels and the various levels of vocational training, and thus a coordinated system of standards; starting from simple apprenticeship activities up to technical college and university training. The standards for a skilled labor force (skilled workers, craftsmen, middle-level services) should be - in accordance with the majority opinion - defined within the context of the other qualification levels.
- (5) At the meeting, a methodology for developing vocational standards, which took the questionnaire responses into consideration, was presented and discussed. The approach during the individual phases - preparation, development, implementation and evaluation - met with general approval. At the same time, essential aspects which should be taken into account in the compilation of such standards and have a major impact on their quality, acceptance, effectiveness and sustainability were jointly discussed. The issues considered included questions such as the composition of development teams, a nearly integration of the *social partners*, the problems involved in describing the skill needs arising from the requirements of the economy, regard for regional particularities, the support of teachers and instructors by means of further education as well as the materials required for teaching and learning.
- (6) The proposals introduced in the course of the very lively discussion with regard to future ETF support showed a wide range of conceptual, practical and financial aspects.

Urgent and concrete assistance is needed - particularly in those countries which have emerged from the former Soviet Union. For this reason there was express approval for the implementation of an ETF project which provides the respective countries with

practical support in the development of vocational standards. In this regard the employment of international experts and the development of databases and a glossary was emphasized once again. As particularly emphasized by the participants, all interested parties should be included in this project as quickly as possible and in like manner. To this end an appropriate project form still needs to be found which takes the interests and feasibility/financing into consideration.

- (7) The participants of the working group expressed their readiness to actively cooperate in both the design and implementation of a future project for monitoring the development of standards.

2. Standards Development in the Czech Republic (CR), the Russian Federation (RF) and Hungary (Case Studies)

The models already in place or intended to be implemented for the development of vocational standards was presented by Mr. Janys (VUOS, Prague) for the Czech Republic, Prof. Sheviakov (State Committee for Higher Education, Moscow) for the Russian Federation by, and by Dr. Kunzmann (BIBB) on behalf of Dr. Benedek (Budapest) for Hungary.

2.1. Czech Republic

The Czech Republic has developed an overall concept for defining occupations and for developing appropriate standards. Under the general control of the VUOS and based on the micro- and macro-analyses from the 1970s (more current data is not available!), systematic efforts are being carried out in order to describe new vocations as well as modernization and/or modification of existing ones. European job descriptions made available by CEDEFOP serve as models in this process.

Twenty-eight occupational fields were agreed upon in the Czech Republic for the purpose of structuring and categorizing the vocations at various levels of skill. The standards are defined as generally applicable minimum requirements for "basic occupations"; they also provide some leeway for local and regional requirements (30 % maximum).

At present, related standards are being prepared for three skill levels that are oriented toward those which are valid in the EU:

Czech Republic levels	Corresponding to EU level	Degree
I. Semiskilled, 1-2 years; basic occupations	1	partial degree (no skilled worker's certificate)
II. Skilled worker training, 3 years	between 2 and 3	skilled worker qualifying degree (skilled worker, crafts, services - 108 occupations)
III. Intermediate vocational training (technical college and upper secondary leaving certificate), 4 years	between 3 and 4	qualifying degree "level of a technician" 60 occupations / occupational areas

The series of steps involved in the development of standards essentially resembles the German approach. The (vocational) technical commissions in the CR, which comprise experts from schools, companies, departments, chambers and associations, are responsible for the development of standards. At the present, however, chambers and associations are not yet in a position to carry out these responsibilities to the fullest extent. The Ministry of Education decides, in close cooperation with the Ministry of Economic Affairs, on whether to introduce a new standard.

2.2. Russian Federation

In Russia, work is still being carrying out on a new approach to the development of standards in vocational training. In addition to a significant reduction of the number of occupations, essential reforms include the combining of national, generally applicable standards with the possibility of incorporating local and regional skill requirements. Furthermore, much more attention is to be paid to individual interests and personal development in the future; less emphasis will be placed on primarily or exclusively economic requirements.

Preparation of job descriptions (standards) has been in the hands of the Committee for Higher Education since 1994. The national standards which are to apply to all educational establishments are intended to regulate educational structures, central demands on curricula and their implementation, the hours scheduled, admission and central skill requirements as well as government controls. The procedural steps in standards development essentially adhere to objective and logical aspects along with previous conventions.

2.3. Hungary

In the wake of the adoption of the country's Vocational Training Act, agreement was reached in Hungary on the procedure to be followed in developing vocational standards. This puts Hungary ahead of all the other Central and Eastern European countries. However, the agreed procedure cannot not be fully implemented at the moment. Although contractually settled, cooperation between chambers and sectoral ministries in the development of standards and their introduction and evaluation is not yet smooth. The structures required, the role the institutions involved and their competencies need to be further developed.

Permanent expert committees for elaborating vocational standards have been set up by the National Council for Vocational Training, but not all of them have become operational by now. Nevertheless, a range of new standards is already available, the labor market relevance of which have yet to be determined.

The approach used in Hungary in the development of standards is also logical and systematic and an attempt is made to incorporate the experience of other industrial countries. The Hungarian Vocational Training Institute (NIVE) plays an important role in the process.

2.4. Comparison of the Case Studies

The procedural steps in the development of standards are essentially the same, with a general methodology emerging which, nonetheless, exhibits several particularities specific to the different countries. A number of legal and institutional prerequisites and the availability of the appropriate experts must be given in order to practice standards development in the desired form. However, this is only given to a limited extent. For this reason, the *social partners* and the chambers are only able to fulfill their vocational training responsibilities to a limited extent as well. Consequently, transitional models need to be developed. This also explains why "dual" forms of vocational training (school and company), though desired (e.g. in the Czech Republic and Hungary) have not yet been brought about. In addition, there is the difficulty involved for everyone in obtaining a reliable forecast of skill needs in the economies undergoing transformation.

The Russian Federation is different from the other two countries with regard to the participants in standards development; the National Vocational Training Institute in cooperation with regional methodological centers are responsible for this work, whereas the *social partners* have not been involved up to now.

All three countries are of the opinion that it is necessary to have a good information basis and thus request:

- (1) research projects, regular studies in their countries;
- (2) comparisons with foreign job descriptions and approaches;

- (3) consideration of international classifications (EU five phase, UNESCO or ILO);
- (4) discussion of the draft standards by various expert committees.

What is interesting in this regard are the new approaches to designing vocational standards in the U.S.A. which were presented by Dr. Schmidt, Chairman of the Working Group. Certain parallels to the three case studies from the Central and Eastern European countries can easily be seen, particularly with regard to combining national standards with regional and/or company-specific arrangements and the definition of "basic vocations". A three-level model is under discussion in the U.S.:

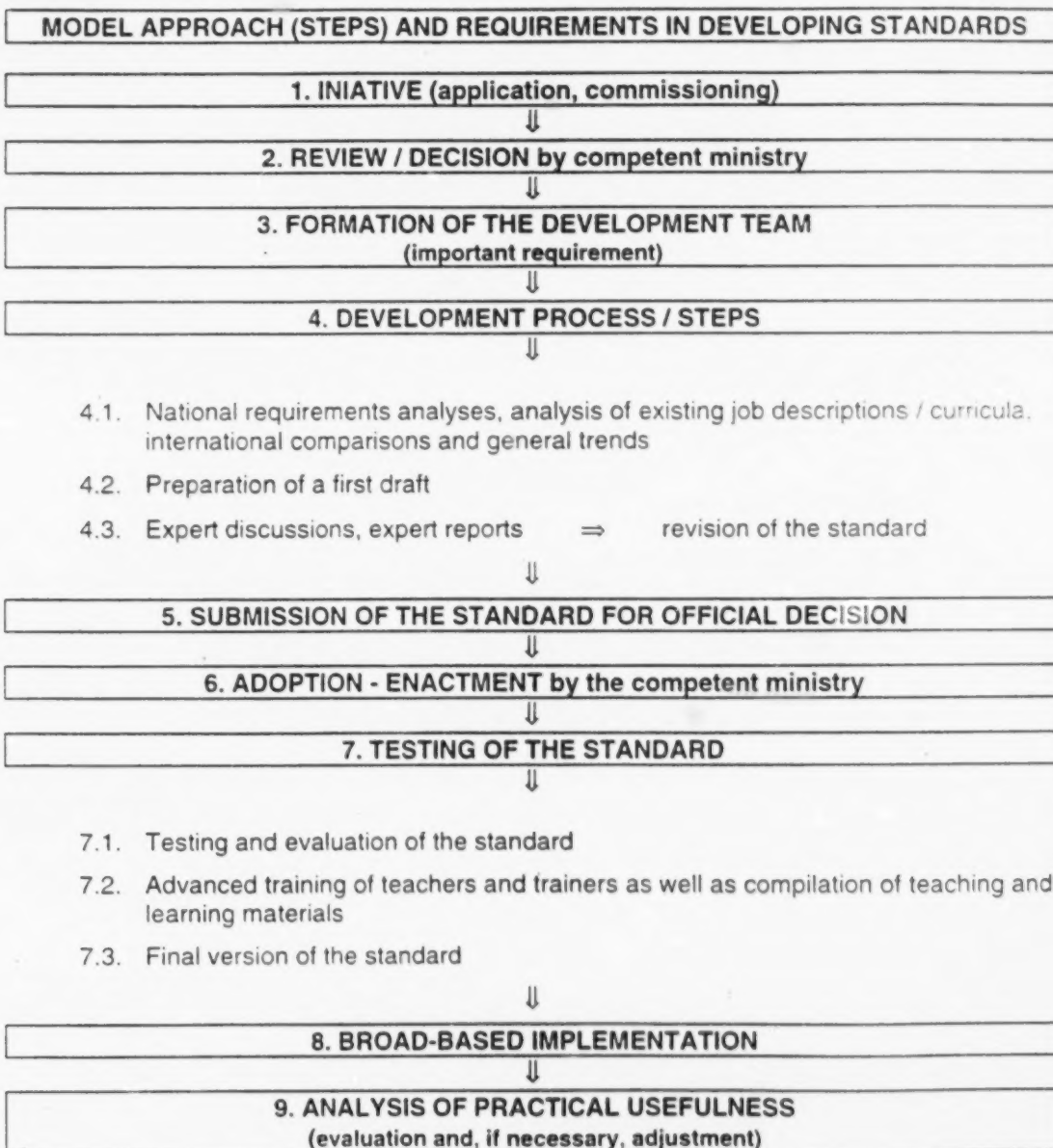
- **Level I:** General educational skill needs; this part of the standards is developed by the National Educational Standard and Improvement Council and will be updated every ten years;
- **Level II:** Definition of approximately thirty to forty broadly defined cross-sector vocations; these standards are developed by the National Occupation Skills Standard Board;
- **Level III:** This level is concerned with the approximately 25,000 forms of gainful employment with company-specific requirements.

3. Documentation of the Discussion Results

3.1. Model for Developing Vocational Standards

The central question was one of feasible and generally applicable procedural steps in the development of standards (methodology). Such an approach was presented based on the case studies and the survey responses (see Fig. 1). In particular, the focus was on the critical points within the procedure which generally influence the quality, acceptance, effectiveness, and sustainability of vocational standards.

Fig. 1



As a matter of principle, a single vocation alone should not be taken into consideration, but rather the vocational group or field should be kept in mind as otherwise it would be impossible to provide reasonable horizontal and vertical delimitation (of levels) of the skill needs.

The composition of the team charged with development of the standards is decisive as well; whether or not, for example, persons are engaged who have relevant competencies derived from experience, or whether or not they function as representatives of a responsible group (e.g. employers or trade unions), or simply as individual experts.

Job analyses and skill needs studies exert great influence as well. It must be ensured that not only are the current state of the art and latest organizational patterns specified in the standards, but also discernible trends and anticipated changes in technology, product design and forms of labor are taken into account. Otherwise, the standards quickly become obsolete.

At the moment, assessment of present economic/social skill needs creates a problem which many of the Central and Eastern European countries are scarcely able to solve. Consequently, great importance is attributed to comparisons to the vocational standards of other countries and international representations (e.g. by CEDEFOP). In this manner a certain orientation framework is provided with which the standards of the pertinent country can be developed.

A lively discussion also developed with regard to the appropriate assistance needed in order to put standards into practice. That help is needed is beyond question; but the currently difficult material and financial situation of many of these countries does not allow appropriate measures to be taken. Put into concrete terms this means that even if it is possible to develop standards for vocational training, their implementation may either fail or be very limited.

3.2. *Proposals for Continued Cooperation with ETF*

The many proposals which were submitted can be summarized into five sets:

(1.) Establishment of databases for information on vocational training systems in European and major non-European countries:

Data and concrete material on national vocational directories, instructional programs, didactic aids, etc., should be accessible. The ETF for its part made reference in this regard to the National Observatories which are to be established in all of the CEEC by 1997.

(2.) Cooperation with international experts and institutions:

The countries inquire about support by (short-term) experts in the development of standards. Furthermore, they want to be able to resort to the relevant work and experience of the European Centre for the Development of Vocational Training (CEDEFOP).

(3.) Continuation of the work on a (common) methodology in the development of vocational standards:

Creation of identical job descriptions / standards is not what is important, but rather - as it was suggested at this meeting - the adoption of an effective and feasible methodology which may find wide application.

(4.) Implementation of an international support project:

The proposals can be combined into a project for the development of standards. The participants from the Central and Eastern European Countries are very interested in such a project. However, they all would like to be involved at the earliest possible date; successive enrolment ("omnibus model") in such a project is regarded with skepticism by some. This would involve a time delay for some countries which urgently need immediate assistance. In any case, particularities specific to the various countries should be taken into consideration and no general targets fixed with regard to content. There was unanimity in this regard although the wish to learn from other countries and to accept or adjust useful experience was voiced time and again.

Monitoring by international experts and support to encourage the exchange of information and experience under such a project are expressly welcomed. The participants in the Working Group were prepared to assist in the implementation of such a project, e.g. in the form of an international project advisory committee.

(5.) Development of a glossary:

The need to develop a glossary containing essential vocational training concepts was stressed again. The ETF for its part made reference to the relevant BIBB preliminary study which is in progress.

4. Results of the Written Survey

Questionnaires were sent to all of the participants in preparation for the meeting of the Working Group. The following represent the most important results:

Who is responsible for the standards? (Question 2)

The overview (1) shows that in fifteen of the sixteen countries surveyed the respective ministry of education in cooperation with the ministry of labor is mostly responsible for the development and enactment of vocational standards. In this regard, the sectoral ministries also continue to play an important role in some of the countries (six). Only in the case of five countries (mainly from the EU) did the respective ministries of education exercise sole responsibility; in the case of Hungary, only the ministry of labor is responsible.

Overview 1: Responsibility / Competence

Countries Responsibility	Bel	Bulg	CR	Kas	Lat	Lit	Lux	Mol	Mong	NL	Rom	RF	Slo	Swe	Ukr	Hu	Total n
Ministry of Education (/ and Science)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		15
Ministry of Economic Affairs			x					x					x				3
Labor Department and Social Services		x		x		x		x			x		x		x	x	8
Ministry of Science and Technology				x													1
Sectoral ministries					x	x		x			x	x	x				6

Who is involved in the actual development of the standards? (Question 3)

Overview 2 provides the answer. According to it, experts at national (regional) institutes for vocational training research have an important role to play (14), followed by teachers at the vocational schools (12) and instructors and specialized personnel from companies (11). Representatives of employers organizations and trade unions are also involved quite often or are intended to be in the future. Some countries have special expert groups (vocational groups; or they are to be established) which are (supposed to be) responsible for regular standards development.

Mixed groups are mostly formed, with scientists from colleges/universities and research institutes drawn upon. Only Belgium recruits all of those involved from its National Educational Institute.

Countries	Bel	Bulg	CR	Ka	Lat	Lit	Lux	Mol	Mong	NL	Rom	RF	Slo	Swe	Ukr	Hun	Total
Participants				s													
Vocational		x	x	x	x	x	x	x	x				x	x	x	x	12
School teachers																	
Instructors and specialized personnel from companies		x	x	x	x	x	x	x			x	x	x				11
Scientists from colleges and universities, academies		x				x		x	x		x	x	x	x		x	9
Experts from national (or regional) institutes for vocational training or meth.-didactic centers	x		x	x	x		x	x	x	x	x	x	x	x	x	x	14
Experts from industrial and labor market research institutes					x			x	x		x				x		5
Representatives of employers organizations			x	x	x		x	x		x		x	x	x		x	10
Representatives of employees organizations			x				x	x		x		x	x	x		x	8
Representatives of regional (local) vocational training administrations				x				x	x			x			x		5

What materials, data, studies are used in the development of standards? (Question 4)

Overview 3 provides differentiated insight.

Fifteen regional experts mentioned "empirical studies", including "analyses of existing jobs" and "surveys of the teaching staff and educational scientists" as their most important sources. In addition, "studies of the needs described as being important in the world's major highly developed countries" are used (14). Relevant standards/curricula from other countries are referred to just as often. The following countries were given priority: Germany, the successor countries to the USSR, Austria, EU Standards, Canada, United Kingdom, Denmark, The Netherlands, France, the U.S.A. and Belgium (listed according to frequency). This underscores the fact that all of the countries are making efforts to account for the best possible vocational standards (empirically, scientifically). No one believes that only one source is adequate; on the contrary, an appropriate basis can only be created after incorporating data/information. Research on skill needs in the national economy is seen as being particularly important although - especially for several of the Central and Eastern European countries - it can only be implemented with difficulty or the findings have only limited application (due to the rapid changes or instabilities).

Overview 3: Documents Used¹

Countries	Bel	Bulg	CR	Ka	Lat	Lit	Lux	Mol	Mong	NL	Rom	RF	Slo	Swe	Ukr	Hun
Documents	S															
Empirical studies on skill needs in the economy / companies	•	•	•	•	x		•	•	x	•	•	•	•	•	•	•
Analyses of existing jobs, descriptions of concrete activities		x	•	•	•	x	•	•	x	•	•		•	•	•	•
Relevant standards / curricula from other countries		•	•	•	•	•	•	•		x		x	•	•	x	x
Political papers on qualifications required		•	•	•	•		x	•	x	•	•	•		•	x	x
Studies on important requirements in highly developed industrial countries		•	•	•	x		•	•	•	x	•	x	•	•	•	x
Teachers, educational scientists asked for required knowledge and skills		•	•	•	x	x	•	•	•	x	•	•	x	•	x	•

The category "other documents" included:

1. Analysis of occupational fields
2. EU strategy/UNESCO studies
3. Materials from sectoral ministries/authorities
4. Previous educational and training standards/vocational training proposals
5. Vocational training institutes documents/government committees
6. Analysis of vocational training documentation

How is compliance with standards ascertained?(Question 5)

The answer is provided in Overview 4. "Checks at vocational schools and government-run centers" (14), and "checks at company facilities/companies" rank at the top (13). This means that checks are used as an important instrument in almost all countries. While Sweden is the only country not to be convinced of their efficacy; several countries plan to carry out more checks in the future than they did previously. They plan to concentrate on companies in this regard. Eight of the countries surveyed indicated that advanced training of the teaching staff is carried out in accordance with requirements in the new

¹ Evaluation of the pre-defined options "very important", "rather important" or "somewhat important" is represented by the following symbols:

- very important
- rather important
- x somewhat important

standards; in seven cases plans are to intensify such training. In a similar fashion this also applies to the "provision of assistance in putting the standards into practice and for the proper furnishing of schools and centers with the required equipment, machines, tools, PCs, etc." The current financial situation in the Central and Eastern European countries places considerable limits on implementing these necessary measures. Relatively little use has been made of the expedient "exchange of experiences between schools / companies"; more in this area is planned for the future.

Overview 4: How is compliance with standards in your country ascertained?¹

Countries	Bel	Bulg	CR	Ka	Lat	Lit	Lux	Mol	Mong	NL	Rom	RF	Slo	Swe	Ukr	Hun
Measures												(A)				
a) Checks in vocational schools / gov't - run centers	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
b) Checks of training at companies / company facilities	x	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
c) Advanced training of teachers / trainers in accordance with standards requirements	•	•	•	•	•	x	•	•	•	•	•	•	•	•	•	•
d) Provision of aids for implementation of standards (expl., teaching aids)	x	•	•	•	•	•	•	•	•	•	x	•	•	•	•	x
e) Proper equipment of schools (company centers) with equipment, machinery, PCs, tools, etc.	x	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
f) Exchange of experience between schools / companies, etc., with regard to implementing standards	•	•	•	•	•	•	•	•	•	•	x	•	•	•	•	•

The following was provided by some countries in the category "other":

- a) checks by the crafts chambers, Chambers of Industry and Commerce, trade associations
- b) certification of the educational establishment by government agencies
- c) system of national examinations, testing, teaching materials
- d) and others.

(A) The questionnaire returned by the RF noted that these measures and options are currently in the 'process of development'.

¹ Evaluation of these measures is represented as follows:

- carried out up to now
- ◊ more in the future
- x not applicable
- not available

(multiple responses were possible)

ADVISORY FORUM

12-13-14 June 1995

MINUTES OF THE WORKING GROUP MEETING C

“STANDARDS IN VOCATIONAL, EDUCATION AND TRAINING”

on 20-21 February 1995, in Berlin

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The following countries were represented in the working party meeting:

Latvia, Lithuania, Luxembourg, Netherlands, Moldavia, Sweden, Czech Republic and Ukraine.

Preparation, guidance and evaluation carried out by Germany.

In general:

Vocational Education

=> Vocational Education and Training

Vocational Training

I. Summary: Objectives, Approach, Result

Task and Objective

The task of the "Standards" working group was to prepare the discussion for the Advisory Board of the ETF in June 1995 in Turin, on the subject of "Qualification Standards in the field of Vocational Training". This concerns the vocational education of skilled personnel (skilled workers and employees, craftsmen). Qualification standards for the training of skilled personnel and academics will not be dealt with by this working party.

The objective of the working party meeting in February 1995 was to discuss the main aspects of Qualification Standards and, if possible, to reach an understanding with regard to common benchmark data and to gather together the various points of view.

Approach

To prepare the meeting to be held in the Federal Institute for Vocational Training, a questionnaire was distributed at the end of 1994. Analysis of the questionnaire revealed a wide range of opinions regarding Qualification Standards, but similarities were also evident. On the basis of this first information gathering phase the subjects under discussion were proposed for the working parties' meeting and were sent to all participants.

The meeting was divided into two sections: first of all, information about basic problems regarding national vocational training in individual countries (see point II.) was gathered together. Using some practical examples of bilateral projects of the Federal Institute for Vocational Training, approaches for the development of systems and standards in Central and Eastern Europe were introduced.

The beginning of the second section was an intensive, open discussion about different models of Qualification Standards (see point III.). Subsequently, single aspects of standards, supplemented by prepared questions, were discussed. Use of the Metaplan-Technique ensured that all parties were allowed to put forward their views and that their opinions were documented (see point IV.).

The discussions were held in German and Russian, and partially in English. The documents/questions were also drafted in Russian.

Basic results

The results of the meeting can be summarised as follows:

1. There are considerable political, economical and socio-cultural differences between the Central and Eastern European States represented in the working party. Although some major similarities are present (albeit at a relatively abstract level) it is necessary to carry out a detailed examination in order to develop appropriate standards.

2. In all states, standards have a decisive role to play within vocational education. However, standards are elaborated everywhere without agreeing on how they should be implemented on a national basis. A wide variety of aspects are still undefined.
3. All the participants considered the "Professional Model" (see point III.) as a useful approach for the formulation of standards. The Professional Model provides a description of examination standards, complete education courses/contents as well as initial pre-requisite. In special cases standards regarding partial qualifications (as outlined in the "Modulus Model") will also be accepted as an alternative.

The following basic definition was agreed upon:

"Standards include the general description of work tasks to be carried out within the context of the profession in question, as well as an outline of relevant skills and qualifications."

4. According to the unanimous opinion of all participants, the state has an important role to play. The state participates in the development of standards and the said standards will have legal status. Moreover, compliance with them – especially in the field of education – will be controlled by the state.
5. The involvement of sectors of the economy (employers and trade unions) in vocational training and the development of standards is also desired in Central and Eastern Europe, where the extension and the kind of participation vary or are as yet undefined.
6. The decisive function of standards is to ensure the quality of vocational training and the comparability of certificates.
7. There was general agreement that the initial qualification is principally the school-leaving certificate at the end of the period of compulsory education (9th class). The successful completion of vocational education will – at least for some school-leavers – entitle a student to pursue university studies (general and specialised subjects). Alternatively, as stated by the Central and Eastern European Partners, it will allow persons to undertake further training in order to become technicians/foreman.

Further support regarding the development of standards by the European Training Foundation is considered to be necessary. In particular, more information (e.g., via Internet) should be made available, as well as advice and training together with further group cooperation (see point IV.5.).

The atmosphere during the working party meeting was very good and open; discussions were lively and enthusiastic; all participants expressed their views and stated their wish to continue their cooperation with this group.

II. Vocational training in individual countries

The situation of vocational training in the countries involved in the working party varies considerably. This applies both to EU Member States as well as to those in Central and Eastern Europe. But whereas in the Western European countries there are already vocational training systems in operation, those in the Czech Republic, Lithuania, Latvia, the Ukraine and Moldavia are undergoing a substantial reform process in order to adapt professional education and updating to the requirements of the developing market economies.

Although the emphasis as regards the contents, process and speed of these changes differ, there are the following common factors:

- Reform of the institutional framework and the legal structure; systems/experiences from western industrial states serve as a point of reference.
- Establishment or reorganisation of institutes which support the national development/transformation of vocational training by carrying out research activities.
- Elaboration of standards (professional parameters, curricula, etc.) especially for new professional fields/apprenticeships, e.g. in the commercial area.
- Updating of academic staff (teacher and trainers) as well as their continuity of tenure by means of regular and improved payment conditions.

As a fundamental problem the participants emphasised that, due to the precarious economic situation, frequently there is a **profound discrepancy** between the standards regarding the restructuring of vocational training and the real possibilities for the implementation of vocational training. Certainly, the involvement of economic sectors/enterprises is desirable, but given the present situation in which many enterprises are unable to carry out partial tasks of vocational training and are indeed cutting down on staff, there is at present only moderate interest in vocational education.

After abolition of the "Moscow-Centralisation", Latvia, Lithuania, the Ukraine and Moldavia have undertake the task of elaborating standards and didactic material as well as carrying out vocational training research¹ on their own. This can only be performed with assistance from outside. Former traditions and limited modification possibilities mean that some aspects of general education are still of considerable importance for vocational training.

¹ The former "branches" of Moscow's Central Institute for Vocational Training/Scientific-Methodological Centre became independent national institutes, or completely new institutions were founded. There are also other institutions which provide general education and are involved in vocational training research. (Examples: In the Ukraine the Ministry of Education carries out many tasks autonomously – in parallel with the Technical University and the Academy for Educational Science, which in turn are also active in vocational training research). In Latvia, the Ministry of Education itself carries out vocational training research.

The representatives from the Netherlands, Sweden and Luxembourg refer to the increased efforts that were made during the last few years to adapt vocational training by means of new standards and additional offers, to meet the requirements of technical and economic change. All participants stated that due to the variety and differences in their national vocational training systems, this adaptation is a lengthy and complicated task, which requires discussion and approval by all participants (employers, trade unions, state, institutions, etc.).

III. Models for Qualification Standards

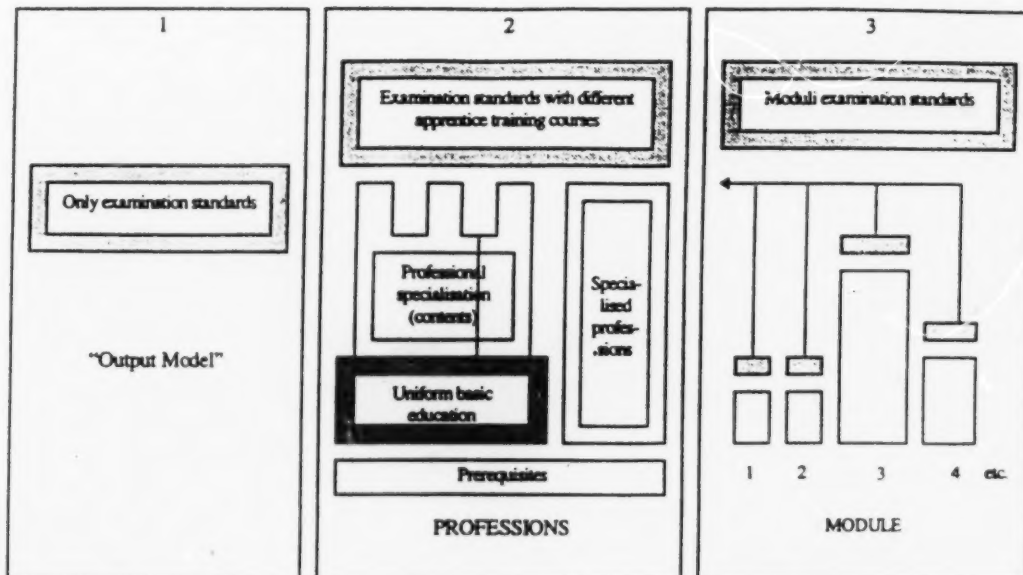
The central point of discussion was the question regarding the basic definition of standards. These were differentiated into **professional standards** for a variety of qualifications, enabling individuals to practice a profession in its entirety; and **occupational standards**, which refer to single job activities and thereby describe partial qualifications, in comparison with the more comprehensive professional standards.

In addition, **professional standards can be widely structured or narrowly specialised** and may include many general professional or general educational elements, or be explicitly adapted to specific occupational knowledge and qualifications.

A major feature, according to all participants, are the **examination standards**. They reflect the content and the level of competence to be acquired as a result of professional education. They are the "guidelines" for individuals, enabling them to check their ability, and at the same time they enable the training institute (school, enterprise, training centre) to structure its training model.

During the discussion, the group elaborated three models (see diagram), which reflect different starting points for standards in vocational training, and which must be decided upon at a political level in the Central and Eastern European countries.

Models for Qualification Standards



- Without indications for the organisation of professional education with regard to contents.

- Requirements with regard to content; initial requirements
- Extension, e.g. by
 - means of education;
 - updating of academic staff.

- Moduli for the activities/task groups, which can be combined (modular construction system)

The Examination Model

This model describes only the **Examination standards for professions or professional activities**, whereby different apprentice training courses, length of vocational training, or initial requirements do not play a role. No statements were given hereto. In this case it refers to an "output" model.

Whoever satisfies the examination standards (examination locations can be governmental or governmental/private institutions), has demonstrated the qualification standard for this activity or this profession. The qualification process itself is not covered by this model.

The Professional Model

The examination standards certainly play an important role with regard to the Professional Model, but the latter also includes further essential components:

- initial requirements or pre-requisites,**
- description of the apprentice training course** (length of vocational education, requirements with regard to contents, structure of training (qualification process),
- examination standards.**

Further instructions about the following may be added:

- d) education tools (textbooks, media, etc.),
- e) qualification of training personnel.

The purpose of the Professional Model in principal is to provide a set of knowledge and skills, which have to be checked against one another, and which globally constitutes the (general or specialised) professional profile. Two starting points within the Professional Model have been elaborated:

- Determination of professions with uniform basic education, creating the basis for specialised training.
- Determination of individual professions.

In all cases a binding prescription will be made with regard to what will be learned and how the training should proceed.

The Modular Model

The Modulus Model determines Qualification Standards for certain (occupational) activities, which set out the requested (shortened) training procedure and the examination standards. Thereby, the activities can be defined in a simple or complex manner, on either a broad or narrow basis. The danger of elaborating single activity moduli, however, is that the Qualification Standards are no longer adapted to one another, which leads to a reduction in the number of course eligibility common factors. This deficiency of the Modulus Model can be resolved by applying a professional standard, which comprises a series of modulus qualifications. This would be a combination of the Professional and the Modulus Model.

During the discussion, there was a clear preference for the Professional Model. Some of the participants made some further distinctions (see point IV.1.). Other participants considered the modulus estimate (activity standards) to be a good alternative. However, this model should not be the general rule, but rather be used in specific cases. The combination of different moduli integrated into a profession was an interesting possibility.

IV. Documentation of the discussion results

Given the use of the Metaplan-Technique, the questionnaires (see annex) were discussed.

Each participant had an opportunity to make additional points to the standard answers. Each participant obviously took into account his political, cultural and economic background. As a result there are marked differences with regard to the following generalised answers. In addition, there was not always a clear differentiation as to what has already been implemented and what is intended to be implemented.

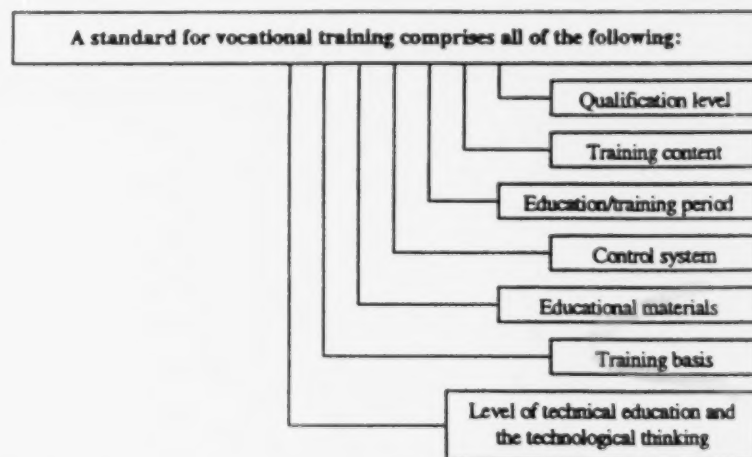
1. A test to define standards: understanding their essential elements and functions

The central question was: "What do you mean by standards in the field of vocational training and which elements should they include?"

Subsequent to the extensive discussion, in which all participants agreed upon the "Professional Model" (see point III.), the following general definition of standards has been accepted:

"General description of working tasks, which have to be practised within the framework of the relevant profession, as well as presentation of the appropriate knowledge and skills".

With regard to the "Professional Model" some interpretations and additional points were made by the participants. The most extensive additional points were made by the Ukraine representative (see graph.).



With reference to the structure of the "Professional Profiles", most of the participants favoured professions with a broad profile and give priority to a basic education with further specialisation; this training organisation is scheduled or implemented for seven countries (with the exception of MOL).

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The smaller and more specialised professions were preferred by the Czech Republic, Latvia, Luxembourg and the Ukraine, i.e. they assume that such professions will continue to be needed in the future, e.g. special vocational training courses for single groups (Czech Republic) or a starting profile, to be combined with updating (Luxembourg).

Table 1: "Professional profiles"

Country:	LIT	LET	SWE	NL	MOL	CR	LUX	UKR
Criterion:								
Wider professions (broad profile)	X	-	X	X	X	X	X	X
Wide basic training with further specialisation (or monotypical updating)	X	X	X	X	-	X	X	X
Small, specialised professions	-	X	-	-	-	X ¹⁾	X ²⁾	X

Notes:

1) As professions for a special vocational training course, reserved for certain groups of young people.

2) Professions to use only in connection with possible updating.

The qualification level aspired to in the field of vocational education is of great importance for all the countries. On the basis of the E.U. grouping of the qualifications into 5 categories - from unskilled and trained worker, semi-skilled worker and skilled labourer to academics - the participants decided as follows:

- 5 countries (NL, SWE, LIT, CR, LUX) explained that category 3 - the skilled labourer with 2-3 years training - is applicable or desirable for them.
- 2 countries (NL, SW) considered category 4 applicable for themselves (technicians, technical school level).
- 3 countries (LAT, UKR, MOL) target their future professional certificates for skilled labour between categories 3 and 4.

Table 2: "Qualification Level"

Country:	LIT	LET	SWE	NL	MOL	CR	LUX	UKR
Categories:								
Category 3	X	-	X	X	-	X	X	-
Category 4	-	-	X	X	-	-	-	-
Between category 3 and 4	-	X	-	-	X	-	-	X

The examination standards should be described as follows: all participants stated that the examination fields have to be indicated. Indications regarding the organisational scheduling of the examination is deemed necessary only by 4 countries (LAT, LUX, UKR, SWE).

For 6 countries the forums in charge of carrying out examinations and the wording of examination standards are: the state, economic organisations and schools. For Sweden, only the state and schools are competent; and Moldavia considers the state alone to be responsible.

Table 3: "Examination Standards"

Country:	LIT	LET	SWE	NL	MOL	CR	LUX	UKR
Features:								
Examination fields with regard to the content	X	X	X	X	X	X	X	X
Organisational Scheduling	-	X	X	-	-	-	X	X
Competence for the examination:								
• State	x	x	x	x	x	x	x	x
• Chambers	x	x	-	x	-	x	x	x
• Associations	x	x	-	x	-	x	-	x
• Schools	x	x	x	x	-	x	x	x

"What should the functions of standards be (in the future)?"

Each participant could choose from four possible answers, which were discussed beforehand in detail. The **guarantee of quality** was considered by all countries to be the most important function of standards. The representative of Luxembourg mentioned that possibilities for updating and retraining should be included in this context. 5 countries (NL, LAT, LUX, UKR and SWE) felt that the **safeguarding of transparency** was important. On the other hand, the **comparability of certificates** was stressed by all countries. The Czech Republic, Moldavia and Luxembourg affirmed the necessity of comparability, both at national as well as international level ("European Standards"). The maintenance of adequate wages and salaries upon starting a professional activity (according to tariff classification) was considered by 4 countries (MOL, UKR, SWE, LUX) to be a basic function of standards. Further social measures, e.g. in Germany those related to the vocational education examination, are only occasionally favoured by the other states (e.g. finance, with regard to retraining: LAT, LUX; occupational disability pension: UKR; adequate pension level: LAT, LIT).

The representative from Luxembourg completed the functions of standards by adding: "education in order to become a responsible citizen in a modern society".

Table 4: "Functions of standards"

Country:	LIT	LET	SWE	NL	MOL	CR	LUX	UKR
Function:								
Assurance of quality	X	X	X	X	X	X	X	X
Guarantee of transparency	-	X	X	X	-	-	X	X
Comparability of leaving certificates	X	X	X	X	X	X	X	X
Guarantee of adequate wages and salaries upon entry into a profession.	-	-	X	-	X	-	X	X
Further Social Securities:								
• financed retraining	-	X	-	-	-	-	X	-
• occupational disability pension	-	-	-	-	-	-	-	X
• adequate pension level	X	X	-	-	-	-	-	-

2. Obligatory standards

The central question was: "To what extent standards should be rendered compulsory and in which form should they be specified?"

The participants of the working party decided in favour of the following: "Standards should have **legal status**" in order to best protect commitment. Only Lithuania was of the opinion that standards should in essence be recommendations.

The **area of application** of standards is a further aspect we have asked for. All participants spoke in support of a nationwide/national commitment. A regional commitment was favoured only by the Ukraine. In this context it must be stated that mainly smaller countries (those without large land surface areas with a federal structure) were represented in the working party (except for Germany and the Ukraine).

Only Sweden and Lithuania agreed to a sectional/trade-specific commitment and a "regulation by chambers" respectively.

3. Establishment and implementation of standards: Institutions/ Groups to be involved

A further point was the question regarding the participation:

"Who should participate in the determination of such standards (e.g. state, employers, trade unions, training staff, students, etc.), in order to achieve the highest possible level of acceptance within the economy and society as well as to guarantee their implementation?"

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Table 5: "Obligation of standards"

Country:	LIT	LET	SWE	NL	MOL	CR	LUX	UKR
Categories:								
Character of recommendation	X ¹⁾	-	-	-	-	-	-	-
Legal character	X ²⁾	X	X	X	X	X	X	X
Differentiated obligation:								
• nationwide/national/regional	x ²⁾	x	x	x	x	x	x	x
• regional	-	-	-	-	-	-	-	x ³⁾
• trade-specific	-	-	x	-	-	-	-	-
• others (e.g. regulation by divisions)	x	-	-	-	-	-	-	-

Notes:

1) mainly recommendation character.

2) in some respects at a national level.

3) only as a regional component of the content and the system of control.

The working party came to an understanding about the following: "Everybody" should have an opportunity to take the initiative and to make a proposal to develop standards for professions/activities or to revise them, but then the official contractor could only be the state. The answer regarding the **development of standards** was given as stated below: 6 countries were of the opinion that state representatives should be involved. All participants agreed that employers and trade unions (Social Partners) should participate. This is a future primary goal for the Central and Eastern European States. All participants would like vocational training experts (teachers, training staff, research workers in the field of vocational training) to be involved. As regards this matter a consensus has been reached.

The Czech Republic expressly required a "tripartite" structure in the "Technical Commissions", which are responsible for their elaboration. MOL requested the participation of "international experts".

Finally, the question of who should be responsible for putting the standards into force was discussed as well as who should be involved in the development. All countries felt the state had to be the final institutional decision-maker, and according to four countries (LUX, MOL, CR, SWE) employers should also be involved. The same applies to the trade unions.

The participants were unanimously of the opinion that both the economic sectors (employers/enterprises, employees/trade unions) should be involved in the **implementation of vocational training** as well as the schools (public, private, church). The aim is a "cooperative model" of vocational education (as has already been implemented, for example, in the Netherlands or Germany), where the State and Social Partners cooperate. These answers also reflect also the conviction that an appropriate vocational education structure that matches the needs of enterprises can be more quickly achieved where companies themselves participate in its implementation. To what degree they should be so involved is still open to debate as far as the Central and Eastern European States are concerned.

Generally, the state has been accepted as the controlling body for adherence to the standards. Some representatives, however, differ as regards the control of companies which, in some countries, is still carried out by the state (state-owned enterprises!), and to an increasing degree by chambers or special economic institutions – due to greater privatisation. The control of the implementation of standards in schools is in all countries carried out by the state and this should remain as it is.

Table 6: "Participation in the development of standards; institutional decision-makers and participants involved in implementation"

Country:	LIT	LET	SWE	NL	MOL	CR	LUX	UKR
Categories:								
Parties interested in the development of standards:								
• representatives of the state	-	x	x	-	x	x	x	x
• representatives of employers' associations, trade unions, chambers	x	x	x	x	x	x	x	x
• experts in the field of vocational training (teachers, training staff, research workers)	x	x	x	x	x	x ¹⁾	x	x
Institutional decision-makers:								
• State	x	x	x	x	x	x	x	x
• Employers	-	-	x	-	x ²⁾	x ²⁾	x	-
• Trade Unions	-	-	x	-	x ²⁾	x ²⁾	x	-
• Church	-	-	-	-	-	-	-	-
Parties interested in implementation:								
• economy (Working parties, companies, institutions, employees, trade unions)	x ⁴⁾	x	x	x	x	x	x	x ³⁾
• schools (state, private, church)	x ⁴⁾	x	x	x	x	x	x	x
Control function with regard to adherence to standards:								
• effected by the state	x	x	x	x	x	x	x	x

Notes:

- 1) Professional commissions should be set up, whose representatives belong to all three categories.
- 2) Future intention (indication).
- 3) In part.
- 4) Future partial participation.

4. Eligibility conditions and qualifications

"Which scholastic requirements should be laid down in order to be eligible for vocational education – school level or certificate of the school providing general education?"

The "compulsory school school-leaving certificate" (7 countries stated that 9 years at school are standard) was nominated by 8 participating countries as a prerequisite to start vocational education training. NL and UKR require 10, 11 or 12 years of school for certain professional/educational training.

"No educational background": this is valid for Germany. It is accepted by LAT only as an alternative solution in specific cases.

Table 7: "Scholastic qualifications required to start vocational education"

Country:	LIT	LET	SWE	NL	MOL	CR	LUX	UKR
Category:								
None	-	X ¹⁾	-	-	-	-	-	-
Compulsory school school-leaving certificate of the:	X	X	X	X	X	X	X	X
• after 9 years	x	x	x	x	-	x	x	x
• after 10, 11 or 12 years	-	-	-	x	-	-	-	x

Note:

1) Only for preparation (education) for limited activities.

Subsequently, the following was discussed: "Which qualifications will it be possible to achieve through VET?"

To obtain just a certificate after passing through VET is unacceptable to all countries. Almost all participants were of the opinion that the school leaver should have the option to start an academic career. However, this qualification should not be obtained automatically, but be limited to a certain percentage of very qualified school leavers (e.g. additional High School Diploma, Bac).

Further educational updating (foremen/technicians/medium-grade personnel) was considered by 6 representatives to be a good option (LIT, LAT, UKR, LUX, CR, MOL).

Table 8: "Admissions for a higher qualification"

Country: (if necessary, % of apprenticeships) Category:	LIT	LET	SWE	NL	MOL	CR	LUX	UKR
High School Diploma	X 20% BA- HSR	-	X bis 45%	X	X ¹⁾	X bis 10% BA- HSR	X	X ²⁾ 30%
Technical High School Diploma	X	X 40% BA- HSR	X	-	X	X	X	X 60% BA- HSR
Further education (foreman/ technician)	X	X	-	-	X	X	X	X

Legend:

BA-HSR = Vocational education with High School Diploma.

1) Henceforth, to be structured into three phases of vocational education with different qualification certificates, to the level of a foreman, and acquisition of the High School Diploma.

2) Vocational training after High School Diploma.

5. Further support given by the ETF

Finally, the working party discussed proposals for further support by the foundation. The results are as follows:

1. **Regular exchange of information** about standards in the countries being represented on the Advisory Board, non-bureaucratically by means of Internet (incl. training on the use of this electronic communication system).
2. **Advice** regarding specific questions on standards and mediation of qualified persons in charge in other countries or mediation of international organisations (ETF as an "information broker").
3. **Allocation or preparation of glossaries.**
4. **Advice upon detailed requests by the countries** (e.g. Phare/Tacis procedures).
5. **Training for Experts**, who (should) elaborate the standards (e.g. curricula). It has been stressed that this can only be carried out in respect of concrete examples (not just on a theoretical basis).
6. In the context of the positive final evaluation of this meeting, its atmosphere, efficiency and results, all participants asked the foundation to organise further seminars/workshops on selected subjects and to continue the activities in this field. The Federal Institute for Vocational Training was requested to participate as a future partner.
Proposals for future subjects shall be submitted in June (meeting of the Advisory Forum).
7. Apart from the technical point of view, further workshops should also include a regional aspect (extension of the group, e.g. by EST, SR or POL).

**V. Annex to the report of the Federal Institute for Vocational Training –
March 1995**

Annex A

List of participants at the Meeting of the Working Party

Dr. Schmidt	Germany Secretary-General of the Federal Institute for Vocational Training, Berlin (Head of the Working Party Meeting)
Mrs Boglia	European Training Foundation Turin
Mr Dereksen	Netherlands Professor for socio-economic politics, University of Utrecht
Mr Dienes	Lithuania Director of the newly developed Research Department in the field of Vocational Training in the educational Research Institute, Vilnius
Mr Fagerlund	Sweden Senior Expert (Undervisningsrat) of the National Agency for Education (Skolverket), Stockholm
Mr Foetz	Luxembourg Both a Senior Expert at the Educational Institute (linked to the Department of Trade and Industry), as well as teacher of economics at a Technical School
Mr Janys	Czech Republic Director of the Institute for Vocational and Technical Training Systems, Prague
Mrs Joma	Latvia Senior representative of the Department of Employment and Vocational Training in the Ministry for Education and Science, Riga
Mr Miesanschi	Moldavia Executive in the field of Vocational Training in the Ministry of Economic Affairs, Kishinjow
Mr Simak	Ukraine Director of the head office for Vocational Training of the Ministry of Education, Kiev

Furthermore, the following experts of the Federal Institute for Vocational Training participated in the meeting:

Dr. Ute Laur-Ernst, Tibor Adler, Dr. Bernd Hoene, Tamara Koriath, Dr. Margret Kunzmann

Annex B

Discussion points on the subject of "Standards in the Vocational Training" for the meeting of the working party on 21 February 1995.

- I.1. What do you understand by standards in the field of vocational training/definition?
(i.e. profile, level of qualification, examination standards)
- I.2. What should the functions of such standards be in the future?
(i.e. quality assurance, transparency, comparability of certificates, mobility, wages/tariffs, social security, etc.)
- II. To what extent should standards be rendered compulsory and in what form should they be specified?
- III. Who (i.e. state, employers, trade unions, training staff, students, etc.) should have an interest in determining such standards, both to achieve the highest possible acceptance within economic sectors and society, as well as to guarantee their implementation?
- IV.1. Which scholastic prerequisites should be laid down in order to start vocational education?
(school level or certificate of the school providing general education)
- IV.2. Which qualifications within the general educational system should be obtained through vocational education?
(i.e. doubly qualifying educational background, access to further education, etc.)
- V. How could the European Training Foundation (ETF) in Turin support the Central and Eastern European States with the elaboration and implementation of standards (proposals)?

To I.1/ A:

**JOB OUTLINE/DESCRIPTION OF PROFESSION/PROFESSIONAL
PARAMETERS**

(general statement of the tasks to be carried out within the framework of the
job concerned and a description of the relevant skills)

To I.1/ B:

JOB PROFILE

- ☐ professions with a broad profile
- ☐ extensive basic training as a basis for specialisation
- ☐ professions with a narrow profile

To I.1/ C:

QUALIFICATION LEVEL

Standards for licensed professions (Skilled workers/Skilled employees/
Craftsmen) European level:

- ☐ 3 ?
- ☐ 4 ?
- ☐ between 3 and 4 ?

Zu I.1/ D:

EXAMINATION STANDARDS

- ☐ Examination fields as regards content
- ☐ Organisation
- ☐ Competence for the examination
(state, chambers, associations, schools)
- ☐ Period of education
(How many years as a rule?)

To I.2.:

FUNCTIONS OF THE STANDARDS

- ☐ Quality assurance
- ☐ Ensuring transparency
- ☐ Comparability of certificates
- ☐ Maintenance of an adequate level of wages and salaries upon starting a professional activity
(rating in accordance with the tariffs)

Further Social Securities:

- ☐ Interest in being financed with regard to retraining
- ☐ Disability benefit
- ☐ Adequate level of pensions

To II/ A.

BINDING FORCE OF STANDARDS

- ☐ Recommendation
- ☐ Legal obligation

To II/ B:

BINDING FORCE OF STANDARDS

- ☐ Nationwide/national obligation
- ☐ Regional obligation
- ☐ Trade-specific obligation
(economic sectors)
- ☐ Others
(e.g. regulations by chambers)

To III/ A:

PARTICIPANTS IN THE DEVELOPMENT OF STANDARDS

- ☐ Representatives of the state
- ☐ Representatives of employers' associations, trade unions, chambers
- ☐ Experts in the field of vocational training
(teachers, training staff, research workers)

To III/ B:

INSTITUTIONAL DECISION-MAKERS

- ☐ STATE
Safeguarding of the uniformity of national standards of living / labour
and job possibilities
- ☐ EMPLOYERS
Representing the interests of enterprises, public administrations and
institutions
- ☐ TRADE UNIONS
Representing the interest of future employees
- ☐ CHURCH

To III/ C:

PARTICIPANTS IN THE IMPLEMENTATION

- ☐ ECONOMY
Employers/Enterprises, Institutions
Employees/Trade Unions
- ☐ SCHOOLS
State/Private/Church

To IV.1.:

PREREQUISITES FOR THE START OF VOCATIONAL EDUCATION

- ☐ None
(includes not having a leaving certificate from a school providing general education)
- ☐ Compulsory school school-leaving certificate providing general education
- ☐ after how many years of school

To IV.2.:

WHICH ENTITLEMENT FOR A HIGHER QUALIFICATION SHOULD BE OBTAINED THROUGH VOCATIONAL EDUCATION?

- ☐ None
(just job title)
- ☐ High school diploma
- ☐ Technical high school diploma
- ☐ Subsequent updating
(foremen/technicians/medium-grade personnel)
- ☐ Others